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ABSTRACT
        This Critical Issue Bibliography (CRIB) Sheet contains
citations that relate to early intervention programs for college students.
These programs are outreach programs designed for students who are labeled at
risk because of their social and economic backgrounds. Early intervention
projects provide college counseling, preparation, and academic support for
students for a successful application and completion of college course work.
The cited materials are grouped into these categories: (1) Overview; (2)
College Retention and Recruitment; (3) State Initiatives; (4) School-College
Collaborations; and (5) Legislation. The annotated bibliography contains 33
resources that are in the ERIC database and 2 Web sites for additional
information about early intervention for college students. (SLD)

# Critical Issue Bibliography (CRIB) Sheet:

# Early Intervention

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## What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

**Critical Issue Bibliography (CRIB) Sheet:**
**Early Intervention**

The following citations cover information pertaining to early intervention programs. These outreach programs are designed for students who are labeled "high risk" because of their social and/or economic backgrounds. Early intervention projects provide college counseling, preparation, and academic support to this group of students for a successful application and completion of college course work. Cited materials are grouped in several categories. "Overview" provides a review of the literature and relative models of early intervention programs on the state, institutional or community-based level. "College Retention and Recruitment" identifies universities' efforts to provide programs to reduce the dropout rate of high risk students by providing academic and student support. "State Initiatives" profiles local/state programs whose aim is to increase the participation of minorities in higher education. "School-College Collaborations" focuses on the specific outreach programs in which local elementary and secondary schools partner with colleges and universities. Initiatives to adopt stronger pre-college curricula to prepare students for higher education are also reviewed. Finally, "Legislation" provides an overview of legislation that provides funding for educational outreach programs that serve minority and disadvantaged students.

ERIC documents (references with ED numbers) can be read on microfiche at approximately 900 libraries or can be purchased from the ERIC Document Reproduction Service by calling 1-800-443-ERIC. Publications with EJ numbers are journal articles and are available at libraries or through interlibrary loan. They can also be purchased from Ingenta, an article reproduction vendor, by calling 1-800-296-2221. *CRIB sheets are updated annually; please contact us for an update or visit our Web site for the most current version.*

## Web Resources

http://www.trioprograms.org
Information on TRIO programs and the Council for Opportunity in Education.

http://www.ed.gov/inits/GearUp/index.html
Provided by Gaining Early Awareness & Readiness for Undergraduate Programs, this page provides new government initiatives to introduce and students to disadvantaged students to college preparation in the middle school grades.

## Overview

EJ606461
Gladieux, Lawrence E., & Swail, Watson Scott. (2000, May). Beyond access: Improving the odds of college success. *Phi Delta Kappan, 81*, 9, 688-92.
Although postsecondary participation has soared during the past quarter century, the

proportion of college students completing degrees has remained flat. White and higher-income kids graduate at much higher rates than their less advantaged classmates. Public policy's challenge is expanding successful intervention programs to a vastly larger scale.

EJ595348

(1997). The national evaluation of Upward Bound summary of first-year impacts and program operations: Executive summary. *Journal of Educational Opportunity, 16,* 2, 61-68.

This article discusses the study of the Upward Bound programs, designed to help disadvantaged high school students attend and succeed in college. It finds that participants have higher educational expectations and college-preparatory achievement than nonparticipants.


EJ595352

Hewitt, C. (1998). A brief developmental history of the TRIO programs and the Southeastern Association of Educational Opportunity Program Personnel. *Journal of Educational Opportunity, 17,* 1, 67-77.

This article outlines the evolution of federally funded TRIO programs and describes the history of the Southeastern Association of Educational Opportunity Personnel and its parent organization.


ED412863

Fenske, Robert, Geranios, Christine, Keller, Jonathan, & Moore, David. (1997). Early intervention programs. Opening the door to higher education. *ASHE-ERIC Higher Education Report, 25,* 6.

This report addresses issues related to the increasing growth of early intervention programs to encourage high school graduation and college attendance among students from low-income and minority groups. Initiatives from private, state, federal, and college outreach programs are evaluated.


ED414850

Moore, Mary, Fasciano, Nancy, Jacobson, Jon, Myers, David, & Waldman, Zev. (1997). *The national evaluation of upward bound. A 1990's view of upward bound: Programs offered, students served, and operational issues.* (Background Reports: Grantee Survey Report, Target School Report). Washington, D.C.: Mathematica Policy Research.

This volume contains three reports-the primary report which reviews the programs offered, students served, and operational issues facing Upward Bound projects-and two supporting documents, "Grantee Survey Report" and "A Report on Upward Bound and Target Schools."


ED411739

Muraskin, Lana. (1997). *"Best practices" in student support services: A study of five exemplary sites. Follow up Study of Student Support Services Programs.* Rockville, MD: Westat, Inc.; Washington, D.C.: SMB Economic Research, Inc.

This report examines the best practices in the delivery of Student Support Services (SSS), one of the three Special Programs for Disadvantaged Students know a TRIO programs. Data has shown that participation in student support services has a positive effect on student outcomes, but many participants do not receive enough services to receive significant benefits.

ED414849
Myers, David, & Schirm, Allen (1997). *The national evaluation of upward bound. The short-term impact of upward bound: An interim report.* Washington, D.C.: Mathematic Policy Research, Atlanta, GA: Educational Testing Service; Rockville, MD: Westat, Inc., & Houston, TX: Decision Information Resources, Inc.
The report on the short-term effects of Upward Bound, a federal pre-college program designed to help economically disadvantaged students complete high school and gain access to post-secondary education, presents findings from the Longitudinal Effectiveness Study of Upward Bound based on data of approximately 2,800 students during the first year or two of high school

ED402632
Suren, Asuncion, & Shermis, Michael. (Eds.) (1997, January). Youth intervention. *Research & Creative Activity, 19*, 3.
An overview of diverse youth intervention programs conducted by the Indiana University Office of Research and the University Graduate School.

## College Recruitment/Retention

ED446710
Schreiner, Laurie A., & Pattengale, Jerry. (Eds.) (2000). Visible solutions for invisible students: Helping sophomores succeed. *Monograph Series No. 31.*
This monograph addresses issues and programs to meet the specific needs of college sophomores. Topics covered include, but are not limited to: "Meeting the Challenges of the Sophomore Year," "Policies and Practices to Enhance Sophomore Success," and "Institutional Approaches to Helping Sophomores."

EJ545700
Coleman, Hardin, & Freedman, Albert M. (1996, November/December). Effects of a structured group intervention on the achievement of academically at-risk undergraduates. *Journal of College Student Development, 37,* 6, 31-36.
Examines the effects of a multi-component, structured group intervention on the academic achievement of 78 male and 71 female students on academic probation. Students participating in the intervention were removed from probation status at a significantly higher rate and achieved significantly higher grade point averages and credit completion ratios than students in the control condition.

ED394468
Haught, Patricia A. (1996, April). *Impact of intervention on disadvantaged first year students who plan to major in health sciences.* Paper presented at the Annual Meeting of

the American Educational Research Association, New York.
This report describes a program designed to encourage incoming minority freshman students who are financially, socially, or educationally disadvantaged, to pursue health profession career goals.

ED399999
Mendoza, Jose, & Corzo, Miguel. (1996). *Tracking/monitoring program to enhance multicultural student retention*. Paper presented at the Consortium for Community College Development's Annual Summer Institute, Charleston, SC.
Profiles the StudentPal program at Glendale Community College in Arizona, which uses computer-assisted tracking to target students and various student characteristics and identify at-risk factors to improve retention and success of multicultural/minority students.

EJ532631
Seidman, Alan. (1996). Retention revisited. *College and University, 71*, 4, 18-20.
Results of a survey that gathered information on programs at institutions of higher education that are designed to increase the access of educationally or economically disadvantaged elementary and secondary students to higher education. The study compared Upward Bound with others around the nation.

ED414841
Jonides, John. (1995). *Evaluation and dissemination of an undergraduate program to improve retention of at-risk students*. University of Michigan, Ann Arbor. College of Literature, Science and the Arts.
This report describes a longitudinal evaluation of an on-going five-year program at the University of Michigan to improve minority students' retention and academic performance. The Undergraduate Research Opportunity Program (UROP) creates research partnerships between first and second year students and faculty researchers, and provides peer counseling, workshops in learning skills and research peer groups.

ED361057
Ignash, Jan. (1993). Challenging the "revolving door syndrome". *ERIC Digest*. : Los Angeles, CA.: ERIC Clearinghouse for Community Colleges.
Profiles early intervention strategies at five local community colleges nationwide to who have had success with new and innovative approaches to college retention of minorities.

ED369452
Lewallen, Willard Clark. (1993). *Early alert: A report of two pilot projects at Antelope Valley College*.
Provides the results of the Antelope Valley College's (CA) project to follow up and provide regular monitoring of student progress for early detection of academic difficulty. The two projects, the Early Advantage Referral Form (EARF) and the Student Self-Assessment of Academic Progress (SSAP) were developed as early alert strategies.

ED361051
Price, Linda. (1993). *Characteristics of early student dropouts at Allegany Community College and recommendations for early intervention.*
A study conducted at Allegany Community College in Cumberland, Maryland examined the common characteristics of withdrawing students to propose new intervention strategies to increase student retention.

## State Initiatives

ED370518
Flores, Antonio. (1993, July). *Early awareness strategies and their measurement: Use of hierarchical log linear analysis to assess the effect of Michigan's Project Awareness on middle school students.* Paper Presented at the Annual Conference of the National Association of Student Financial Aid. San Diego, CA.

ED346933
Brewer, Carolyn (1990). *Minority student success in college: What works.* Minority Student Success Project. Washington State Board for Community College Education and the Washington Center for Improving the Quality of Undergraduate Education.
The Washington State Board for Community College Education and the Washington Center for Undergraduate Education review of minority student success programs. Information was solicited from program directors, deans of instruction and student services, national organizations, state-higher education boards, students, counselors and researchers.

ED354440
Devlin, Kevin (1990). *Innovations.* Indiana's College Placement and Assessment Center, Lexington, KY.: Council of State Governments.
Profiles the Indiana College Placement and Assessment Center established by the Indiana General Assembly to counsel high school students (particularly 9th graders) and help prepare them for college.

## School-College Collaborations

ED450929
Danziger, Sheldon, & Walkfogel, Jane (Eds.). (2000). *Securing the future: Investing in children from birth to college.* The Ford Foundation Series on Asset Building.
Based on discussion of numerous scholars, policymakers, and practitioners at an October 1998 conference, the book is organized chronologically according to the life cycle until the transition to work or college, with each chapter emphasizing how developmental, school, and labor market outcomes are affected by family, school, neighborhood, and public policy inputs and interventions.

ED435270
Callahan, M-M , & Wolk, R.A. (Ed.). (1999). *The intentional community: Colleges and community groups helping low income youth prepare for college.* Washington, DC:

Council of Independent Colleges.

This report presents principles and practices associated with establishing and maintaining effective community-based partnerships. The report is divided into three sections: (1) an overview of the historical and national context in which programs operate, (2) organizational strategies for developing academic support programs, for effectively serving the students in the program, for involving the community, and for sustaining the partnership, and (3) recommendations for policymakers based on the principles and practices presented.

ED418678

(1998) *College-school collaborative activities report.* Annapolis, MD: Maryland State Higher Education Commission.

This report inventories academic and administrative projects which are collaborative ventures between higher education institutions and elementary and secondary schools in Maryland. Fourteen community colleges, nine public four-year campuses, two of the University System of Maryland extension services, and 16 independent institutions (including all of the state-aided campuses) are included.

ED410084

Fashola, Olatokunbo, & Slavin, Robert. (1997, March). *Effective dropout prevention and college attendance programs for Latino students.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

This paper reviews research related to effective secondary school programs aimed at dropout prevention and increasing college enrollment rates for at-risk Latino youth. The review identifies programs that have demonstrated a significant impact on dropout rates, college attendance, school performance or related outcomes in rigorous evaluations. Two dropout prevention programs and four college attendance programs were identified as meeting the criteria: the Coca-Cola Valued Youth Program, the Achievement for Latinos through Academic Success (ALAS) program, Upward Bound, SCORE, Project Advancement Via Individual Determination (AVID), and Project GRAD.

EJ555211

Miano, Gina, Forrest, Alan, & Gumaer, Jim. (1997, October). A collaborative program to assist at-risk youth. *Professional School Counseling, 1,* 1, 16-20.

Describes a university and school collaborative project that provides a full range of counseling services to a secondary school population and the larger community of a rural locale. Discusses characteristics of the community, the structure of the counseling center, modalities of therapeutic interventions, the counseling center program and program results.

ED415812

Wallace, Dawn, & Abel, Ronald. (1997, November). *Clearing a path for success: Deconstructing borders in higher education through undergraduate mentoring.* Paper Presented at Annual Meeting of the Association for the Study of Higher Education, Alberquerque, NM.

The effectiveness of formal mentoring programs for high-risk undergraduate students is

examined. Formal mentoring is defined as a deliberate matching of university personnel with high-risk students, a group which may include people of color, women, low-income persons, the physically challenged, and first-generation college students.

ED393805
Bailey, Jerry, & Others. (1996, February). *Encouraging diversity in an era of rescission.* Paper presented at the Annual Meeting of the American Association of College for Teacher Education, Chicago, IL.
This paper describes the programs at the University of Kansas School of Education to encourage diversity. The programs are: TRIO (Upward Bound, Upward Bound Math and Science Center, Educational Talent Search and McNair Scholars Program), the Kansas Governor's Academy, the Gateway Center, and the National Youth Sports Program.

ED381909
Evans, Ian, & Others. (1995). *Staying in school: Partnerships for educational change.* Baltimore, MD: Paul Brookes Publishing.
This book describes a variety of prevention programs based on partnerships between universities and local elementary and secondary schools. Guidelines are offered for creating a program that fits the individual needs of schools, obtaining funding, staffing the program, selecting students to participate, and evaluating the program's effectiveness.

EJ499511
Renick, James, & Cadenas, Hortensia. (1994). Building your own pipeline. *Metropolitan Universities: An International Forum, 5,* 2, 61-67.
George Mason University's successful Early Identification Program includes alliances with three public school districts to foster early, consistent intervention, and to encourage and motivate at-risk minority students to complete a college preparatory curriculum and enroll in colleges. GMU guarantees admission to participants who finish the program successfully.

EJ467218
Rose, Richard. (1993, Spring/Summer). Resources for early intervention strategies: College and school cooperation in San Antonio. *College and University, 68,* 2, 68-71.
Profiled are the partnerships among elementary, secondary, and postsecondary educators in San Antonio (TX) at improving high school and college retention, particularly Hispanic students. Programs include curriculum development as early as kindergarten, high school junior and senior enrollment in college courses, minority achievement supports, and junior/senior college joint admission.

## Legislation

ED411756
(1997) *Opportunity programs: Opening the doors to higher education.* (Hearing on Examining Proposed Legislation Authorizing Funds for Programs of the Higher Education Act, Focusing on Those Programs Which Provide Support Services and Scholarships for Disadvantaged Students, Including Institutional Aid to Colleges and

Universities, of the Committee on Labor and Human Resources). United States, Senate, One Hundred Fifth Congress, Fifth Congress, First Session.
This hearing, the ninth in a series discusses issues related to the reauthorization of the Higher Education Act, and focuses on three programs: Aid for Institutional Development, or Title III; the National Early Intervention Scholarship and Partnership Program; and the TRIO programs.

ED340275
(1991) *Access to higher education: Increasing Pell grants and widening opportunities*.
(Hearing before the Committee on Labor and Human Resources). United States Senate, One Hundred Second Congress, First Session, on S. 1134 To Provide Disadvantaged Students with Early Intervention Programs and Scholarships, To Encourage Such Students to Finish High School and To Obtain a College Education, and to Upgrade the Course of Study Undertaken by Our Nation's Secondary School Students, and Related Bills.
A hearing on the subject of two bills introduced by Senator Edward Kennedy aimed at increasing Pell Grants and at helping minority students earn doctoral degrees and enter the teaching profession at the college level.

ED337566
(1991) *H.R. 3098*. A Bill to Improve the College Participation Rates of Groups Underserved by Institutions of Higher Education and for Other Purposes. One Hundred and Second Congress, First Session.
This document is the text of a Bill (H.R. 3098) proposed to improve the college participation rates of groups underserved by institutions of higher education. H.R. 3098 is also titled Hispanic Access to Higher Education Act of 1991.

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